

Seeds of Partnership Website Video Descriptive Text Transcription

High Quality Early Learning Environment, HQELE

Key Element: Routines

Laura-A Teacher's Perspective on Routines

http://www.seedsofpartnership.org/hqele/video/routines_laura.html

The following is a text transcript of the High Quality Early Learning Environment, HQELE, Key Element: Routines, Laura -A Teacher's Perspective on Routines.

(Description: Teacher Laura in classroom seated on couch next to shelving)

The routine is just built into areas and the areas tell you, "This is what I do here and I go here this time of day or if I need this." As far as the environment is concerned, those are probably places that people don't necessarily think about as much for planning, but you can really make it a place where children feel very comfortable

(Description: Teacher seated on floor with pen and notebook interacting with child seated in chair reading book)

and they know how to be successful there. There's definitely places in the classroom

(Description: Teacher Laura in classroom seated on couch next to shelving)

that are areas where certain routines happen and we keep those areas very consistent. For example, even just where I'm sitting here, right now, is the library area and this is where

(Description: Library area near window with pillowed couch, bookshelf, easel, and area rug on floor)

we hold our group time, our large group time. And it's always here. It's very consistent, this is where we gather and they know this is the gathering place.

(Description: Children seated on floor watching teacher with puppets on both hands)

Even inside of this area, we would have different prompts for children

(Description: Teacher Laura in classroom seated on couch next to shelving)

maybe we have a book, for example, where they can review those things that we do at group time.

(Description: Two books showing class routines)

We have that as just an element in the area and we do that throughout so even in the sink area which,

(Description: Children washing hands at sink)

It's not something people necessarily plan for a lot, is where children wash their hands. But we actually have picture cues for children so they know the steps to washing their hands

(Description: Picture cue cards of steps to washing hands)

and that's just a very familiar routine and they do it every morning when they come to school and certain times of day, before and after eating, things like that and using the restroom.

(Description: Teacher Laura in classroom seated on couch next to shelving)

And that's also where they wash their dishes after snack, and so we have a book for them

(Description: "How to Wash Dishes" Book hanging at sink)

so they can remember the steps to washing the dishes. And it's just very consistent for them

(Description: Teacher Laura in classroom seated on couch next to shelving)

and the same thing, even if they're outdoors. If they have to do any of those things the same elements are brought in to the areas. Even just the entry way to a classroom can really start the routine in a certain way. If it has a welcoming, cozy space

(Description: Mother kneeling next to child smiling in Welcome area)

for families to sit and places for the children's materials and things they bring from home and that's consistent again. The routines are really an important aspect of their learning

(Description: Smiling mother looking at child with glasses listening to teacher kneeled next to him)

and their self-sufficiency

(Description: Teacher Laura in classroom seated on couch next to shelving)

and feeling confident in themselves and the social-emotional skills that they need so much.

So that's really the important foundation of what we do here. %